

Rose Park Elementary's School Wide Behavior Plan



Presentors

murdochd@billingssschools.org

hecimovicm@billingssschools.org

parisa@billingssschools.org

2015 MBI Bronze Medal Recipients



Rose Park has seen an increase of students receiving free and reduced lunches from 26% in 2009 to 44% in 2013, a decrease of parent involvement through our PTA membership from 73% in 2009 to 57% in 2013. These figures demonstrate to us the number of students needing implicit instruction for positive behaviors so they can be successful in school and in their lives. Parents are busy or unable to participate in their student's learning. Behaviors seem to go unchecked and more negative behaviors are exhibited. Students are searching for attention in negative ways. The staff had seen the problem and wanted to address it but was looking for a program that would be universal across the school.

And here's how we did it!

We began our journey to behavioral perfection by attending the yearly MBI Summer Institute in Bozeman, MT. You can find information about this year's summer institute at this link:

https://tofu.msu.montana.edu/cs/mbi_2015

At the Institute we learned about MBI (Montana Behavioral Initiative) and PBIS (Positive Behavioral Interventions and Supports). You can learn about them, too, at the following link.

http://opi.mt.gov/Programs/SchoolPrograms/MBI/#gpm1_1

In order to get started we followed this link,

<http://opi.mt.gov/Programs/SchoolPrograms/MBI/#>

filled out an application, got hooked up with a mentor, and the rest is history!

The core team went to the faculty and presented the MBI model and how it would be implemented at Rose Park Elementary. We were aware that we needed "buy in" from everyone on faculty and staff.

At the end of our presentation more than 80% of the staff and faculty agreed to work together toward our goals.

Rose Park Elementary in Billings, MT, has successfully implemented our Three Big Rules (BE SAFE, BE RESPECTFUL, and BE A LEARNER) in our common areas during the 2014-15 school year. We have implemented the MBI (Montana Behavioral Initiative) model in Rose Park's common areas seeing success in our hallways, and restrooms. Our biggest success has been in our lunchroom. Referrals have decreased. Students, faculty, lunch supervisors and kitchen staff are much happier and share that the lunchroom is much more pleasant.


We started by developing

Rose Park's 3 School Rules




As a school, all staff and students recite the 3 School Rules every morning prior to saying the Pledge of Allegiance. We have these posters displayed in every classroom and hallway in our school.

Rose Park's Behavior Matrix



Behavior Matrix



I am...	All Settings	Hallways	Lunchroom	Morning Walk	Playground
S a f e	<ul style="list-style-type: none"> ★ Follow adult directions ★ Hands, feet, objects to self ★ Tell an adult if you see something unsafe 	<ul style="list-style-type: none"> ★ Walk ★ Stay to the right ★ Face forward 	<ul style="list-style-type: none"> ★ Walk ★ Eat only your own food ★ Leave a clean space ★ Stay seated with pockets on the bench and feet on the floor until dismissed ★ Place trash in bins 	<ul style="list-style-type: none"> ★ Join walk upon arrival ★ Walk facing forward ★ When bell rings stop and face flag to say the pledge ★ Walk to lines 	<ul style="list-style-type: none"> ★ Use equipment properly ★ Play school approved games by the rules ★ Stay in view of Adults
R e s p e c t f u l	<ul style="list-style-type: none"> ★ Use polite language ★ Treat others the way you want to be treated ★ Respond when spoken to 	<ul style="list-style-type: none"> ★ Zero voices ★ Quiet feet <p><u>VOICE LEVELS:</u> 0 - no voice 1 - whisper 2 - dinner table 3 - classroom 4 - outside</p>	<ul style="list-style-type: none"> ★ Keep bodies calm ★ Raise hand for assistance ★ Respond to quiet signal immediately ★ Place lunch bag in classroom tote 	<ul style="list-style-type: none"> ★ Keep coats and backpacks to self 	<ul style="list-style-type: none"> ★ Line up at 1st signal ★ Exit and enter silently ★ Take turns and share equipment ★ Pick up & return equipment to tub
A L e a r n e r	<ul style="list-style-type: none"> ★ Be an active learner ★ Give full effort ★ Be a team player 	<ul style="list-style-type: none"> ★ Return to class promptly 	<ul style="list-style-type: none"> ★ Use proper manners ★ Take vegetable or fruit ★ Remember utensils, milk & condiments 	<ul style="list-style-type: none"> ★ Friendly greeting 	<ul style="list-style-type: none"> ★ Be a problem solver ★ Invite others to play

We developed the Behavior Matrix based on most urgent need. Faculty was asked to comment on areas that needed attention first. It was decided that the hallways would be our first area to concentrate on.

A general lesson plan was implemented so all staff would have common expectations and vocabulary when working with students.

Major and Minor referral forms were developed to track individual student behaviors. (Excuse the photographs of the forms...Contact us if you would like a hard copy of any of our forms.)

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Rose Park Elementary Office Referral Form

Name: _____ Date: _____ Time: _____ Teacher: _____ Grade: K 1 2 3 4 5 6 Referring Staff: _____		Location: <input type="checkbox"/> Classroom <input type="checkbox"/> Breakfast <input type="checkbox"/> Playground <input type="checkbox"/> Lunch/Recess <input type="checkbox"/> Restroom <input type="checkbox"/> Specialist <input type="checkbox"/> Hallway <input type="checkbox"/> Other _____
--	--	--

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Physical Contact <input type="checkbox"/> Tardy <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Abusive Language <input type="checkbox"/> Harassment/Intimidation <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Fighting <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Property Damage <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Other _____	GET: <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity AVOID: <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity

Others Involved: (check one) ☐ None ☐ Teacher ☐ Guest Teacher ☐ Unknown ☐ Peers ☐ Staff

List Names: _____

What happened?

Other comments:

Follow up Agreement

Name: _____		Date: _____	
What rule(s) did you break?	Be Safe	Be Respectful	Be Responsible
What will you do differently next time?			
Student Signature: _____		Adult Signature: _____	

Office Referral Form

This form is used when a student's behavior needs to be addressed by the Principal. For example, if a student engages in any major problem behavior, or repeated minor offenses that are not being changed by teacher redirect/refocus.

Documentation of Minor Teacher-Managed Behavior

Student	Staff Member	Grade
1st Incident		
Location	Problem Behavior	Perceived Motivation
Classroom	Disruption	Adult attention
Playground	Disrespect	Peer attention
Office	Disruptive play	Item / Activity
Hallway	Inappropriate language	Task / Activity
Restrooms	Physical	
Lunch area	Property misuse	
Specialist	Dangerous behavior	
Others involved:		
Time		Staff Intervention Given
		Conferences with Student
		Clarified how behavior did not meet expectations
		Re-taught / Practiced appropriate behavior
		Established a behavioral cue / prompt
		Provided a structured choice
		Alternative Placement (see Other classroom)
		Time-out / Detention / Time in Office
		Loss of Privilege
		Individualized Instruction
		Restitution
		Contacted parent
		Phone call / copy sent (see staff)
2nd Incident		
Location	Problem Behavior	Perceived Motivation
Classroom	Disruption	Adult attention
Playground	Disrespect	Peer attention
Office	Disruptive play	Item / Activity
Hallway	Inappropriate language	Task / Activity
Restrooms	Physical	
Lunch area	Property misuse	
Specialist	Dangerous behavior	
Others involved:		
Time		Staff Intervention Given
		Conferences with Student
		Clarified how behavior did not meet expectations
		Re-taught / Practiced appropriate behavior
		Established a behavioral cue / prompt
		Provided a structured choice
		Alternative Placement (see Other classroom)
		Time-out / Detention / Time in Office
		Loss of Privilege
		Individualized Instruction
		Restitution
		Contacted parent
		Phone call / copy sent (see staff)
3rd Incident		
Location	Problem Behavior	Perceived Motivation
Classroom	Disruption	Adult attention
Playground	Disrespect	Peer attention
Office	Disruptive play	Item / Activity
Hallway	Inappropriate language	Task / Activity
Restrooms	Physical	
Lunch area	Property misuse	
Specialist	Dangerous behavior	
Others involved:		
Time		Staff Intervention Given
		Conferences with Student
		Clarified how behavior did not meet expectations
		Re-taught / Practiced appropriate behavior
		Established a behavioral cue / prompt
		Provided a structured choice
		Alternative Placement (see Other classroom)
		Time-out / Detention / Time in Office
		Loss of Privilege
		Individualized Instruction
		Restitution
		Contacted parent
		Phone call / copy sent (see staff)
4th Incident		
Location	Problem Behavior	Perceived Motivation
Classroom	Disruption	Adult attention
Playground	Disrespect	Peer attention
Office	Disruptive play	Item / Activity
Hallway	Inappropriate language	Task / Activity
Restrooms	Physical	
Lunch area	Property misuse	
Specialist	Dangerous behavior	
Others involved:		
Time		Staff Intervention Given
		Conferences with Student
		Clarified how behavior did not meet expectations
		Re-taught / Practiced appropriate behavior
		Established a behavioral cue / prompt
		Provided a structured choice
		Alternative Placement (see Other classroom)
		Time-out / Detention / Time in Office
		Loss of Privilege
		Individualized Instruction
		Restitution
		Contacted parent
		Phone call / copy sent (see staff)

All completed forms to Angie upon completion. If further action is needed, attach to an ORF (yellow copy) and give to Tami.

Minor Referral Form

The minor referral form is used to track behaviors in the classroom, hallways, restrooms, playground, and cafeteria that are being addressed by teacher/staff using a redirect/refocus. These forms are given to an MBI team member who inputs the data into our SWIS Data Collection Software.

You can learn about SWIS at this link:

Rose Park Lesson Plans

Master Rose Park Lesson Plan

Area:

What do we expect students to do?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

How will we teach expected behavior?

- (I do.) Teacher demonstrates expected behavior.
- (We do.) Teacher and students practice behavior together.
- (You do.) Student demonstrates behavior.

How will we explain WHY expectation is important?

- Be Safe:
- Be Respectful:
- Be a Learner:

When a student forgets expectations?

- Redirect:
- Reteach:
- Reinforce:

We wrote a lesson plan for all settings in the building and school grounds.

Rose Park All Settings Lesson Plan

Area: All Settings

What do we expect students to do?

1. Follow Adult Directions
2. Hands, feet, and objects to self
3. Tell an adult if you see something unsafe
4. Use polite language
5. Treat others the way you want to be treated
6. Respond when spoken to
7. Be an active learner
8. Give full effort
9. Be a team player

How will we teach expected behavior?

- (I do.) Teacher demonstrates expected behavior.
- (We do.) Teacher and students practice behavior together.
- (You do.) Student demonstrates behavior.

How will we explain WHY expectation is important?

- Be Safe:
 1. Follow Adult Directions
 2. Hands, feet, and objects to self
 3. Tell an adult if you see something unsafe
- Be Respectful:
 4. Use polite language
 5. Treat others the way you want to be treated
 6. Respond when spoken to
- Be a Learner:
 7. Be an active learner
 8. Give full effort
 9. Be a team player

When a student forgets expectations?

- Redirect: Use non-verbal/verbal prompt

- Reteach: Review expectations - student demonstrate
- Reinforce: Say and Show
 - “What do you need to do next time?”
 - “What should expectation look like?”

We addressed the concerns of faculty, staff and students for the hallways.

Rose Park Hallway Lesson Plan

Area: Hallway Voice level 0

What do we expect students to do?

1. Walk
2. Stay right
3. Face forward
4. Zero voices
5. Quiet feet
6. Return to class promptly

How will we teach expected behavior?

(I do.) Teacher demonstrates expected behavior.

(We do.) Teacher and students practice behavior together.

(You do.) Student demonstrates behavior.

How will we explain WHY expectation is important?

- Be Safe:
 1. Walk
 2. Stay right
 3. Face forward
- Be Respectful:
 4. Zero voices
 5. Quiet feet
- Be a Learner:
 6. Return to class promptly

When a student forgets expectations?

- Redirect: Use non verbal prompt of zero with hand
 - “1, 2, 3” said by teacher
 - “Straight and quiet” said by students
- Reteach: Review expectations and student demonstrates

- Reinforce: Say and Show
 - “What do you need to do next?”
 - “What should expectations look like?”

We made small posters to remind staff and students of the expectations.

HALLWAY EXPECTATIONS

LOOKS LIKE: SOUNDS LIKE:

1. WALK IN LINE	1. 0 VOICE
2. STAY TO RIGHT	2. 0 VOICE
3. FACE FORWARD	3. 0 VOICE
4. QUIET FEET	4. 0 VOICE
5. SPACE BETWEEN	5. 0 VOICE
6. ARRIVE PROMPTLY	6. 0 VOICE

A bulletin board in the main hallway was designated for teachers and staff to track observations of classrooms demonstrating the hallway expectations for our school. The tracking continued for 1 month. At the end of that time the classroom with the most tallies was announced as the Hallway Challenge Winners! In an all school assembly the students from the classroom that

won the Hallway Challenge received bracelets that have Rose Park's THREE BIG RULES.



They also made a video with faculty to be shown at the next all school assembly.

Hallway Behavior Challenge Video:

1. Staff members will be demonstrating "poor" behaviors in the Hallway. They will be walking in the office/learning center hallway.
2. Mrs. Warren's class will be walking down the library hallway, using perfect behaviors.
3. When the two lines of hallway walkers meet at the office, Mrs. warren will instruct the "poor" walkers on proper hallway behavior. Both groups will then walk to mrs warren's room perfectly.
4. When entering her room there will be loud music playing - and everyone will start dancing.
5. Show sign with Name of class, hallway behavior challenge and date.

Here is the link to our Hallway Challenge Video!

<https://youtu.be/O3DOF3895Ws>

When the faculty felt that the hallway behaviors had improved significantly we moved on to address the restrooms. Lesson Plans and expectations were developed and another challenge was initiated. The entire staff taught and reinforced the restroom lesson and expectations.

Rose Park Restroom Lesson Plan

Area: Restroom. Voice Level - 0

What do we expect students to do?

1. Use Facilities Correctly
2. Give Others Privacy
3. Wash and Dry Hands
4. Dispose of Paper
5. Quietly Wait Your Turn
6. Keep Restroom Neat and Clean
7. Report Problems to Teachers
8. Return to Class Promptly

How will we teach expected behavior?

- (I do.) Teacher demonstrates expected behavior.
- (We do.) Teacher and students practice behavior together.
- (You do.) Student demonstrates behavior.

How will we explain WHY expectation is important?

- Be Safe:
 3. Wash and Dry Hands
 6. Keep Restroom Neat and Clean
 7. Report Problems to Teacher
- Be Respectful:
 1. Use Facilities Correctly
 2. Give Others Privacy
 4. Dispose of Paper
 5. Quietly Wait Your Turn
- Be a Learner:
 8. Return to Class Promptly

When a student forgets expectations?

- Redirect: Verbal Prompt
- Reteach: Review Expectations - Student Demonstrate
- Reinforce: Say and Show

"What do you need to do next time?"
"What should expectation look like?"

RESTROOM EXPECTATIONS

LOOKS LIKE: SOUNDS LIKE:

1. GO	1. 0 VOICE
2. FLUSH	2. 0 VOICE
3. WASH	3. 0 VOICE
4. GIVE PRIVACY	4. 0 VOICE
5. KEEP AREA CLEAN	5. 0 VOICE
6. RETURN PROMPTLY	6. 0 VOICE

Clipboards with the following rubric were posted outside the four student restrooms. Teachers would spot check if restrooms were clean. Using the rubric they would post on the clipboards a 0,1,2,or 3. The points were added up for the week and the group (intermediate girls, intermediate boys, primary girls, primary boys) was announced to the whole school during our Tuesday News Days announcements. This was continued for one month. The intermediate girls were our outstanding winners.

The intermediate girls received the school Be Safe, Be Respectful, Be a Learner bracelets. A small group of girls made a video that was shared at an all school assembly.

Rose Park Clean Restroom Challenge!!

Rose Park Restroom Challenge Rubric!

	3	2	1
Paper Towel on Floor/Counter	No Paper on Floor	Small Bits of Paper on Floor	Wads of Paper on Floor/Walls
Water Puddles on Sink Counter and Splatters on Mirrors	No water puddles on Sink Counter or Splatters on Mirrors	Sm/Med Puddles on Sink Counter and Splatters on Mirrors	Lots of Water on Sink Counter and Splatters on Mirrors
ANYTHING on Walls/Stalls/Floors	Walls/Stalls/Floors are Clean		Walls/Stalls/Floors have STUFF on them



The MBI team conducted an All-School Assembly to celebrate our Challenge Winners and to announce our upcoming challenges. Our focus for the Holiday Season was **Rose Park Random Acts of Caring and Kindness**.

Assembly Agenda: 11/14/14

- We have come together to Celebrate the WINNERS of our Hallway Behavior Challenge and our Restroom Cleanliness Challenge!
- We will show the Hallway Video in a minute - and we will be filming the Restroom Cleanliness Challenge with the Intermediate Girls!
- But First, Let me tell you a little bit about our upcoming Challenge. It's called The Rose Park Random Acts of Caring and Kindness.

A Random act of Kindness is:

- A time when we go beyond what's expected of us to help someone or make them happy - and WE expect no reward for it. Sometimes no one else even know what we've done - we do it out of the goodness of our hearts.
- Example: you see someone's mitten on the ground outside. So, you pick it up and make sure it gets to lost and found. You don't do it because you want credit for it -

or to get a Panther Pride Ticket - YOU DO IT BECAUSE YOU ARE A GOOD PERSON.

- Your teachers will be explaining more about this to you next week.

Now: We'd like to present Mrs. Warren's 4th Grade Class' Hallway Behavior Video!!!

Congratulations! 4th graders! Can you please come up to the front of the room to receive your Behavior Challenge Bracelet!

- Now let's have all of the intermediate girls - grades 3 through 6 come up and receive their Behavior Challenge Bracelet!

You will all have another chance to win a Bracelet after Christmas when we do the Playground and Cafeteria Challenges!!

- Next - We have Mr Cunningham here to tell us about writing Christmas Cards to the Children of Soldiers.

Finally, we would like to show you all the Rose Park Staff video we made at the beginning of the school year!

MBI developed a Teacher and Parent letter explaining the Rose Park Random Acts of Caring and Kindness. The entire school voted on what to do with the money we collected, and the recipient was Billings Animal Rescue Kare. We presented them with a crisp \$100 bill!

Letter to Staff

Rose Park Random Acts of Caring and Kindness - Teacher Edition
November and December 2014

Rose Park Elementary School is celebrating the rest of November and December with Random Acts of Kindness. We will be encouraging our students and staff to think about special ways they can practice kindness toward others. Staff members and students will be collecting pennies to be contributed to a local charity (charity to be determined by student vote.)

- Each time a student or staff sees someone doing a random act of kindness they will put a penny in a collection jar.

OR

- When they themselves carry out a random act of kindness they will put a penny in a collection jar.

AND

- We will also record our Random Acts of Kindness on a paper Kindness Star to be displayed and shared with the school.

There will be a penny collection jar in each classroom, and when the jar fills up you can add them to the Big Collection Jar on the Office Counter.

We are sending home a parent letter on Monday the 24th explaining the penny collection and asking parents to help their child understand that an act of kindness can be done without expecting a reward. We are also sending home a sheet with two stars that children will cut out and record an act of kindness on. **Students will return the completed stars to school, teachers can give them to Ms. Murdoch, and they will be hung on our Holiday tree in the school lobby (As soon as we get it put up!)**

We also are printing paper strips that staff and students will write their Acts of Kindness on, then we will make them into chains. (Much like we did for Rachel's Challenge.) Strips will be available in a basket on the front office counter. Please, return completed strips to Ms. Murdoch's mailbox or classroom, and we will make them into chains. (Or, better yet, you could make chains with your class and hang them in the hallway outside your door!)

Please, ask if you have questions. We will have a vote before winter break to decide where the pennies will be donated. Check out the website below for more great ideas!

Letter to Parents

Dear Parent/Guardian:

Rose Park Elementary School is celebrating the remainder of November and December with Random Acts of Kindness. We will be encouraging our children and staff to think about special ways they can practice kindness toward others. Staff members and students will be collecting pennies to be contributed to a local charity (charity to be determined by student vote.)

- Each time a student or staff sees someone doing a random act of kindness they will put a penny in a collection jar.

OR

- When they themselves carry out a random act of kindness they will put a penny in a collection jar.

AND

- We will also record our Random Acts of Kindness on a paper Kindness Star to be displayed and shared with the school.

When talking to your children about random acts of kindness and special things they can do for others, please stress to them that these kindnesses should be done without expecting a reward. They should also be done without announcing to someone why they are doing the kindness. We will be having students and staff write down the kindnesses they have witnessed or done themselves, and we realize younger students will need to tell you what they have done so you can help them write them down. We are hoping that these acts of kindness become an automatic behavior for all Rose Park staff and students!

Members of Rose Park staff will be bringing in their Penny collections to have ready for students who do not have a penny to contribute. You can help by sending a small bag of pennies with your student (enough pennies for every school day until Winter Break. You can always send extra pennies for your student to share with others.)

Thank you for helping Rose Park become a kinder place to be!
Rose Park MBI Team

Mary Hecimovic Darrin Murdoch Tami Concepcion Emily Houston June
 Robbins-Kovacs Angie Paris

Rose Park Lunch Room Challenge!

Our next area of need was the cafeteria. We had a meeting with our Lunch Teachers (GDAs) and determined priorities. Noise, students asking for condiments after they are seated, students out of seats, talking when lining up for the playground, and trash left on the tables and floors.



We looked at old lunchroom procedures from start to finish, and decided to switch-up the layout of our lunch tables and salad bar. New Lunchroom Procedures were taught to staff and students all in one LONG morning - class by class. Everyone heard the same lesson - and everyone was ON-BOARD! Our principal purchased two Yacker Tracker Stoplights - one for each side of the cafeteria. The Lunch Teachers used these to track noise levels.

Rose Park Lunchroom Lesson Plan

Area: Cafeteria Voice level 0-2

What do we expect students to do?

1. Walk
2. Use proper manners
3. Eat only your own food
4. Take vegetable or fruit
5. Remember utensils, milk, and condiments
6. Stay seated with pockets on the bench and feet on the floor until dismissed
7. Keep bodies calm
8. Leave a clean space
9. Raise hand for assistance
10. Respond to quiet signal immediately
11. Place trash in bins
12. Place lunch bag in classroom tote

How will we teach expected behavior?

- (I do.) Teacher demonstrates expected behavior.
- (We do.) Teacher and students practice behavior together.
- (You do.) Student demonstrates behavior.

How will we explain WHY expectation is important?

- **Be Safe:**
 1. Walk
 3. Eat only your own food
 6. Stay seated with pockets on the bench and feet on the floor until dismissed
 8. Leave a clean space
 11. Place trash in bins
- **Be Respectful:**
 7. Keep bodies calm
 9. Raise hand for assistance
 10. Respond to quiet signal immediately
 12. Place lunch bag in classroom tote
- **Be a Learner:**
 12. Use proper manners
 4. Take vegetable or fruit
 5. Remember utensils, milk and condiments

When a student forgets expectations?

- **Redirect:** Verbally or nonverbally, let's try it again, I know we can do better
- **Reteach:** Teacher/student model, practice the behavior as a group or individual
- **Reinforce:** Ask students to evaluate how well they did by use of a signal, chose best examples, group cheers, panther pride

The Lunch Teacher's (GDA's) were given simple forms to record Lunchroom Behavior by class/grade level. They were also given easy to follow guidelines for conducting

the Lunchroom Challenge.

Student Name: _____ Date: _____ Time: _____
Teacher: _____ Grade: _____ GDA Name: _____

Lunchroom	Playground
<ul style="list-style-type: none"><input type="checkbox"/> Hand's On Behavior<input type="checkbox"/> Not Following Lunchroom Procedures<input type="checkbox"/> Not Responding to Quiet signal<input type="checkbox"/> Not Staying Seated<input type="checkbox"/> Not Leaving Clean Space<input type="checkbox"/> _____<input type="checkbox"/> _____	<ul style="list-style-type: none"><input type="checkbox"/> Hand's On Behavior<input type="checkbox"/> Unsafe Play _____<input type="checkbox"/> _____<input type="checkbox"/> Not Following Rules of Game<input type="checkbox"/> Not Responding to Quiet Signal<input type="checkbox"/> Not Using "0" Voices in Hallway<input type="checkbox"/> _____
Perceived Motivation: <ul style="list-style-type: none"><input type="checkbox"/> Obtain Peer Attention<input type="checkbox"/> Obtain Adult Attention<input type="checkbox"/> Obtain Item/Activity<input type="checkbox"/> Avoid Peer Attention<input type="checkbox"/> Avoid Adult Attention<input type="checkbox"/> Avoid Item/Activity	Others Involved: <ul style="list-style-type: none"><input type="checkbox"/> Peer(s) _____<input type="checkbox"/> _____<input type="checkbox"/> Staff _____<input type="checkbox"/> Other _____<input type="checkbox"/> None
Action Taken: <ul style="list-style-type: none"><input type="checkbox"/> Conference With Student<input type="checkbox"/> Stay in Lunchroom/Miss Recess<input type="checkbox"/> Walk the Circle<input type="checkbox"/> Clean Up Mess (restitution)<input type="checkbox"/> Notify Principal	Notes:

Rose Park Lunchroom Challenge

Goal: Each grade level is trying to keep all 5 points each day. The grade level with the most points at the end of the challenge is the winner.

How: Each grade starts each day with 5 points.

Students keep their points by following Lunchroom expectations and procedures.

Students lose points if:

- Stoplight goes to red (voices too loud)
 - Out of seat without permission
 - Food / trash left on table or floor
 - Talking in line while waiting to go outside
- Each time a point is lost please move the arrow for the correct grade level down one number.
- At the end of lunch please enter each grade level's number of remaining points on the clipboard.

With all of these Challenges, we have collected TONS of Data! We have learned that Data-Based Decision Making is where it's AT!



Our next area of concern is the Playground. We have written the lesson plans for this area, but have not yet implemented the Challenge.

Rose Park Playground Lesson Plan

Area: Playground Voice Level: 1-4

What do we expect students to do?

1. Use equipment properly
2. Play school approved games by the rules
3. Stay in view of adults
4. Receive permission from adult to leave area
5. Lineup at first signal
6. Exit and enter silently
7. Take turns and share equipment
8. Pick up and return equipment to tub
9. Be a problem solver
10. Invite others to play

How will we teach expected behavior?

- **(I do.) Teacher demonstrates expected behavior.**

Playground Games: At the beginning of the year teachers will receive the acceptable games and rules. P.E. teacher will review games during first month of school with each class.

Lineup at first signal: Teacher uses taught signal- possible signal designated for each grade level?? (staff or MBI decision needed here)

- **(We do.) Teacher and students practice behavior together.**

Playground Games: Teacher will monitor acceptable games and model and practice with their class.

Lineup at first signal: Teacher says, "Eyes forward, voice off, let's move!" OR Silently countdown from 5 fingers to zero, and students should be quiet, facing forward and ready to go.

- **(You do.) Student demonstrates behavior.**

Playground Games: Teacher will monitor rules are followed.

How will we explain WHY expectation is important?

- **Be Safe:**

1. Use equipment properly
2. Play school approved games by the rules
3. Stay in view of adults
4. Receive permission from adult to leave area

- **Be Respectful:**
 - 5. Lineup at first signal
 - 6. Exit and enter silently
 - 7. Take turns and share equipment
 - 8. Pick up and return equipment to tub
- **Be a Learner:**
 - 9. Be a problem solver
 - 10. Invite others to play

When a student forgets expectations?

- Redirect:
- Reteach:
- Reinforce:

PLAYGROUND EXPECTATIONS

LOOKS LIKE: SOUNDS LIKE:

1. EXIT /ENTER BUILDING ORDERLY VOICE	1. 0
2. STAY IN VIEW OF ADULTS VOICE	2. 1-4
3. USE EQUIPMENT PROPERLY VOICE	3.1-4
4. PLAY SCHOOL APPROVED GAMES BY RULES VOICE	4. 1-4

**5. PICK UP EQUIPMENT
VOICE**

5. 1-4

**6. LINE-UP PROMPTLY AT FIRST SIGNAL
VOICE**

6. 0

Tuesday News Day!

Every Tuesday morning Mrs. Paris shares news with students and staff over the intercom. This is our opportunity for acknowledging students and review expectations:

- 1) to recognize students and staff members for the outstanding things that they are doing at school
- 2) to keep school expectations fresh in our minds
- 3) to let students and staff know what is going on in the school

We mention:

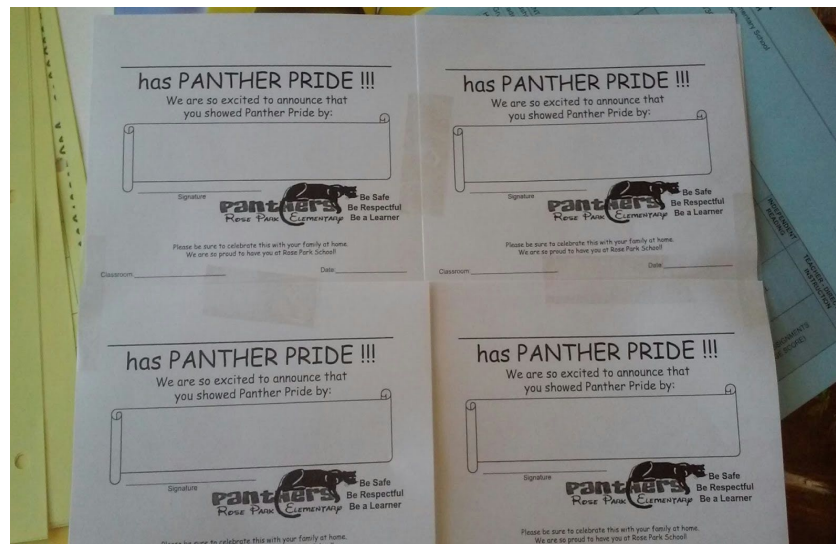
- School Expectation Challenge winners
- Reminders of on-going expectations (Challenges from the past)
- Shout-Outs for accomplishments in classroom programs like:
 - X-tra Math
 - Accelerated Reader
 - P.E. Teacher's "Golden Tennis Shoe" winning classroom
- Panther Pride Ticket recipients (See below)
- Staff of the week
- PTA News
- Upcoming school events
- Reminders from the principal (winter weather-wear warm clothing etc.)
- Recess Tidbits (Principal's tips for appropriate playground behavior)

Panther Pride Program!

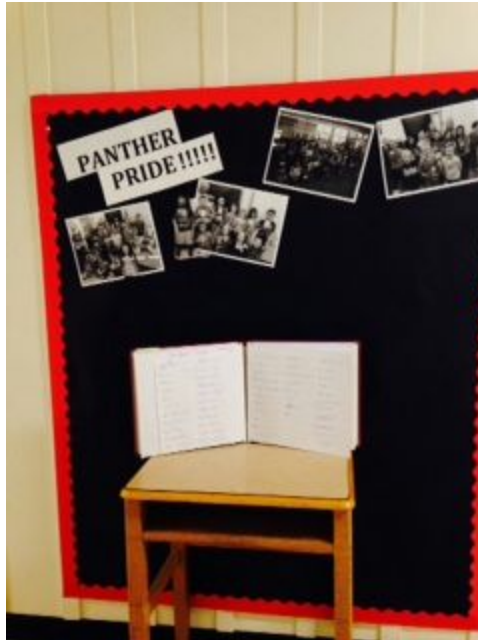
This is our student recognition program. We recognize students who have been "caught" following one of our three

school-wide expectations (Be Safe, Be Respectful, Be a Learner). When a teacher sees a student independently following a school-wide expectation he or she fills out a "Panther Pride" form for that student. The form gets put into the "Panther Pride" box at the office.

- On Tuesday each Panther Pride ticket recipient gets
- announced over the intercom
 - to sign the Official "Panther Pride Book"
 - picture taken with group and displayed on the "Panther Pride Wall"
 - a small prize
 - their Panther Pride ticket to take home to share with their family



Our Panther Pride book!



On going...

This year (2015/16) all Rose Park classroom teachers have written classroom rules with their students. These rules fall under the Three Big Rules umbrella for the school. All individual classroom rules are printed on a poster using a similar format.



Where do we go from here?

We have seen that everyone needs to be “on board” as we said earlier. Having the lesson plans and expectations allows us to quickly and easily share lessons and expectations with new staff and teach new students.

We feel that we need to continue teaching and reteaching our lessons. We have new students and new staff. All areas need revisiting.

Our lunchroom has had turnover of GDAs and the consistency of behavioral expectations has diminished. Once the same lunchroom GDAs are in place we will reteach, review, and start our lunchroom challenge again.

This year we also want to implement the playground lessons and expectations. We feel that this needs to wait until our GDAs are in place.

We have also started to take steps to combine our Behavior Core Team and our Academic Core Team. We will be looking at academic and behavioral data to address the whole child.

This is an ongoing journey that will continue to evolve as we learn, implement lessons, and expectations.

AND OH, WHAT A JOURNEY IT IS!